

No Child Left Behind HECB Professional Development Partnership Grant Competition



Technical Assistance Workshop

Presented by the

Higher Education Coordinating Board

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W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

Background

- The Leave No Child Behind Act of 2001 reauthorizes the Elementary and Secondary Education Act (ESEA)
- The HECB, in collaboration with OSPI, is responsible for Title II, Part A, professional development partnership program
- Title II, Part A replaces the Eisenhower professional development program
- The HECB, OSPI, and a statewide advisory committee have collaborated to identify the selection criteria and priority areas for the 2004-2006 professional development partnership program

Purpose

- Support high-quality, innovative professional development opportunities for teachers, highly qualified paraprofessionals, and principals who work in Washington's most challenging K-12 schools
- Equip teachers, highly qualified paraprofessionals, and principals with the knowledge and skills they need to enable all students to succeed

2004-2006 Grant Awards

- Funds under NCLB are allocated to states via statutory formulas based on the number of children aged 5-17 per state
- In this second grant competition, the HECB anticipates awarding about \$1.2 million a year to eligible participants from Washington's colleges, universities, local education agencies, and other entities
- The average grant award is expected to be about \$270,000 per project
- No participant in a partnership may use more than 50% of the grant award

Priorities for Funding in 2004-2006

- Increasing content knowledge in math and/or reading
- Increasing teaching skills in math and/or reading
- Increasing instructional leadership skills
- Integrating professional development in computer-related technology and reading with other core subject areas
- Providing professional development for building-level teams

Priorities for Funding in 2004-2006

- Projects addressing professional development needs of early childhood, elementary, middle, and high school teachers, highly qualified paraprofessionals, and principals in reading, math, and/or instructional leadership
- Projects supporting Washington's standards-based school reform, content standards, and assessment initiatives
- Projects establishing or strengthening learning team approaches as a strategy for school improvement

High-Need LEAs

- The HECB has designated a list of high-need school districts that meet the poverty level criteria defined in NCLB
- Such a district either serves at least 10,000 children from families with incomes below the poverty line or has at least 20% of the children served by the district from families with incomes below the poverty line
- The HECB used 1999 census data and 2003 Small Rural School Achievement Program and Rural Low-Income School Program data to identify school districts below the poverty line

Required Partnership

- A Washington regionally accredited college or university and the division of the institution that prepares teachers and/or administrators
- A division, school, or college of arts and sciences
- A high-need LEA

Other LEAs and entities may partner

General Guidelines

- Professional development focuses on the needs of teachers, highly qualified paraprofessionals, and principals in high-need schools, although other schools may participate
- Priority in funding projects is given to partnerships that include high-need schools not participating in the Focused Assistance, Reading First, and/or Reading Excellence Programs
- Selection criteria includes geographical location to maximize the inclusion of all regions of the state in partnership projects

General Guidelines

- Selection criteria and priorities promote improved academic achievement, in addition to identified needs of teachers, highly qualified paraprofessionals and principals related to the teaching and learning of students
- Grant applicants demonstrate how the proposed professional development activities are based on scientifically based research
- Teachers, highly qualified paraprofessionals, and/or principals participate with college of education and school of arts and sciences partners in developing proposal

Scientifically Based Research Definition

- Scientifically based research:
 - Involves the application of rigorous, systematic, and objective procedures to get reliable and valid knowledge relevant to education activities and programs
 - Employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated and has been accepted by a peer-review journal

Partnership Requirements

- Make joint efforts to ensure that the project integrates teaching skills with substantive content knowledge
- Collaboratively plan a project designed to meet the specific needs of the partner school and/or district
- Enter into a formal partnership agreement
- Invite neighboring private K-12 school educational personnel to participate
- Offer professional development from May 3, 2004 through September 1, 2006

Summer Institute Requirements

- Serve at least 40 participants
- Offer at least 80 hours of instruction during summer 2004 and summer 2005
- Provide at least four days of follow-up classroom training

Private School Participation

- Private school educational personnel may participate to the extent that the LEA uses funds to provide professional development for teachers and others
- Statute requires LEAs to provide private school educational personnel with educational services on an equitable basis and in a timely manner
- An LEA must consult with private school officials during the design and development of the proposed project

Private School Participation

- LEA is required to contact private schools within the boundaries of the school district annually to determine if they want their educational personnel to participate in the professional development activities
- The LEAs must administer and retain control over the grant funds; therefore they may not provide project funds directly to private schools
- There is no authority for allowing private school educational personnel to receive services if the LEA elects not to participate in the professional development partnership program

Equitable Participation

- Participation is considered equitable if the partnership:
 - Assesses, addresses, and evaluates the needs of public and private school educational personnel in the same manner
 - Provides, in the aggregate, about the same amount of training for public and private school educational personnel with similar needs

Application for Grants

- Regionally accredited Washington colleges and universities with teacher and/or administrator preparation programs approved by the State Board of Education, in partnership with school districts and other entities, are eligible to submit proposals
- Colleges and universities may submit multiple proposals

Application Procedures

- College or university submits a complete proposal using the HECB format
- Project narrative addresses each of the following topics:
 - Alignment with systemic reform and research efforts
 - Demonstrated need
 - Goals and measurable objectives

Application Procedures

- Project narrative addresses each of the following topics:
 - Activities
 - Resources and computer-related technology
 - Evaluation plan
 - Budget and cost effectiveness
 - Dissemination

Key Characteristics of a Successful Proposal

- Close adherence to the specified proposal content and format guidelines
- A high level of involvement by teams of K-16 personnel in planning the project
- A small set of carefully chosen measurable objectives

Key Characteristics of a Successful Proposal

- Activities that are clearly related to the objectives
- An evaluation process that is tightly linked to the objectives
- Clear and concise writing

Quantitative Proposal Evaluation Criteria

Topics of Proposal Evaluated	Points
Alignment with systemic reform and research efforts	10
Demonstrated need	15
Goals and measurable objectives	20
Activities	20
Resources and computer-related technology	10
Evaluation plan	10
Budget and cost effectiveness	10
Dissemination	5

Qualitative Proposal **Evaluation Criteria**

- Effectiveness of proposal in presenting a project that will be sufficiently sustained and of high quality to have long-term positive impact on participants and their students' performance
- Overall importance of funding proposal given the project's potential for improving math or reading instruction, or instructional leadership skills
- Rating: High, Above Average, Average, Low

Statewide External Evaluator

- Each project will receive supplemental funds to set aside to support an independent evaluation by an external evaluator
- HECB will select the external evaluator
- Each project must assure that the external evaluator will have access to student data, classroom observation, and focus groups

Statewide External Evaluator

- The external evaluator will conduct formative and summative evaluation of funded projects individually and combined to measure:
 - Changes in participants' content knowledge
 - Improvements in K-12 student achievement
 - Impacts on higher education

Contracts and Payments

Grant Administration Regulations

- Partnership and HECB enter into an interagency agreement or contract
- HECB reimburses partnership quarterly
- Partnership must gain HECB prior written approval for expenditures exceeding 10% or more of budgeted amounts

Reporting Grant Administration **Regulations**

- Preliminary reports are due Dec. 1, 2004 and Dec. 1, 2005
- Final report is due on July 15, 2006

Preliminary Reporting Requirements

- Name of participant, school, and school district
- Participant's building level, grade level, and teaching assignment
- Teacher's certification status
- Highest degree earned by participants

Preliminary Reporting Requirements

- Number of students in the teacher's classroom
- Number of teachers and students in principal's building
- Number of participants from underserved or underrepresented groups
- Poverty level of school
- Preliminary evaluation of project's implementation

Final Reporting Requirements

- 5-10 page report documenting effectiveness of the project, including:
 - A discussion about the extent to which the project activities and objectives were accomplished
 - Participant data, as required in the preliminary report
 - A one-page summary describing the intent of the project and outcomes
 - Additional information may be required by USED

Voluntary Final Reporting Data

- Data documenting gains in knowledge and skills of participants resulting from their participation in the project
- Data documenting gains in student achievement attributed to the project

Other Grant Administration

Regulations

- HECB will conduct annual monitoring visits of projects
- Partnership must include attribution statement in all publications
- Copyrights and patents resulting from project will be governed by applicable local, state, and federal policies

Calendar of Events

Date	Event
January 23, 2004	RSVP for technical assistance workshop
February 4, 2004	Technical assistance workshop: 9:00 a.m. - 11:30 a.m.
April 1, 2004	Deadline for proposal submission: 5 p.m.
April 15, 2004	Approximate date for awards notification
December 1, 2004 and 2005	Preliminary reports due
September 1, 2006	End date for project activities
October 15, 2006	Final reports due

Resources

- No Child left Behind Act of 2001
<http://www.ed.gov/legislation/esea02/>
- No Child left Behind Improving Teacher Quality State Grants: Title II, Part A, Revised Non-Regulatory Guidance
<http://www.ed.gov/programs/teacherqual/guidance.pdf>
- Higher Education Coordinating Board (HECB) Professional Development Partnership Grant Competition Request for Proposals
<http://www.hecb.wa.gov/Grants/profdev/profdevindex.asp>
- Elaine Jones, HECB, 360-753-7823 or
elainej@hecb.wa.gov